Welcome to Social Psychology Seminar. In this graduate course we will examine theories, problems and issues in the study of human social behavior from a social psychological perspective. Typical definitions of social psychology are variants on the idea that our behaviors (thoughts, feelings, and actions) are influenced by the presence (real, imagined, or implied) of other people. Social psychology offers a unique perspective on love & lust, hate & heroism, who you are, and many other topics.

Social psychological research is extensive, and this course is not intended to be an exhaustive survey of the field. Instead, we will focus on several representative topics in the field of social psychology with the goal of familiarizing students with the “style” of social psychological inquiry.

The class is structured to illustrate the empirical and theoretical progression of theories and ideas in social psychology. The typical progression of readings for each topic will move from classic studies in an area, to representative studies illustrating how understanding of the topic/theory evolved, to applications of the topic/theory. Students will then independently find and present recent empirical or theoretical articles of interest to them that are related to the topic.

Note that this course satisfies SJSU’s Graduation Writing Assessment Requirements (GWAR), http://www.sjsu.edu/gradstudies/policy/gwar/index.html.
Learning Outcomes

This class is designed to address 5 broad Course Learning Outcomes (CLOs). These CLOs are outcomes students will have demonstrated upon successful completion of the course. The specific CLOs for this course contribute to the overall experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

The SJSU Psychology Major is designed to address 5 broad Program Learning Outcomes (PLOs). These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

Course Learning Outcomes (CLOs)

Upon successful completion of this course:

**CLO1 – Knowledge Base of Social Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology (e.g., exam performance).

**CLO2 – Research Methods in Social Psychology** – Students will be able to

(a) identify and evaluate the strengths and limitations of research methods as used in social psychology (observational, correlational, experimental), and

(b) accurately interpret basic and advanced statistical information typically presented in social psychological research (means, standard deviations, t-tests, ANOVAs, correlations, multiple regression, factor analysis, p-values, tables, etc.).

**CLO3 – Critical Thinking Skills in Social Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to

(a) address issues related to social psychology (e.g., evaluate the validity of research studies, theories, applications research applications),

(b) synthesize and evaluate bodies of research on particular social psychological topics, and

(c) present and discuss social psychological research and theory with colleagues

**CLO4 – Application of Social Psychology** – Students will be able to apply social psychological principles to individual, interpersonal, group, and societal issues.

**CLO5 – Values in Social Psychology** – Students will be able to identify, evaluate, and discuss

(a) ethical issues as they relate to the practice of social psychological research (e.g., informed consent process),

(b) how values may inform social psychological research (e.g., types of problems investigated), and

(c) value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Program Learning Outcomes (PLOs)
Upon successful completion of the psychology graduate Masters of Arts requirements…

**PLO1 - Advanced Knowledge** - Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

**PLO2 - Research Methods & Scholarship** - Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate:

(a) creative problem-solving in the design, implementation of empirical research.

(b) project management skills in the implementation of empirical research.

(c) advanced competency in the statistical analysis and interpretation of empirical research findings.

(b) the ability to communicate (oral and written) their research findings at a professional level

**PLO3 - Career Enhancement** - Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.

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**Required Texts, Readings**

**Textbook (Recommended)**


*Students are expected to be familiar with social psychological concepts introduced at the undergraduate level. I highly recommend that students have a reasonably recent (last 3 – 4 years) social psychology undergraduate textbook.*

**Readings**

Readings for this course are listed at the end of the syllabus. Readings will be provided by the instructor through Canvas and/or course reserves.

**Resources**

*Society for Personality and Social Psychology:* http://www.spsp.org/

*Social Psychology Network:* http://www.socialpsychology.org/


*Owl APA style resource:* https://owl.english.purdue.edu/owl/resource/560/01/

**Course Canvas site**

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending class. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
• Links to webpages that will be of use to you throughout the course
• Handouts and articles
• Lecture slides (generally posted after lecture is presented)
• Assignment submission
• Assignment feedback from instructor
• Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements, articles, assignments, and other course materials.**

### Accessing Course Canvas site

To access the Canvas site go to [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/) and click on “Log in to Canvas”

**Username** = *SJSU 9-digit ID*

**Password** = *your current SJSUOne password.*

For additional information or help with logging in:

**Canvas Student Tutorial:** [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

**Note:** clearing your browsing history may help if you have trouble logging into the site.

### Course Structure

**Readings & Discussions**

This seminar will primarily consist of student discussions of assigned readings. The success of any advanced seminar depends upon the active participation of its members. Students will be expected to have done the assigned readings for the week prior to each class.

### Assignments and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Exams (100 points)**

There will be two essay examinations, 50 points each, for this course. Each exam will consist of 2 - 3 questions. The questions will integrate the main themes, theories, and empirical findings within each topic discussed in the seminar. The exams are non-cumulative and will only include material as indicated on the course schedule.

**Participation & Presentations (50 points)**

**Discussion Participation & Written Assignment (40 points).** A major goal of this course is that students will develop the skills to evaluate the strengths and limitations of theoretical and
empirical articles in social psychology. To this end, students will be expected to participate in discussions of each days’ readings and may be asked to turn in a response journal for the readings. At minimum, students should be ready to discuss and comment on each article’s

a) hypotheses and background theory leading to the hypotheses,
b) manner in which the hypotheses were tested,
c) understanding of the main results and whether they supported the hypotheses,
d) evaluation of the strengths and limitations of the research design, and
e) questions, comments, insights, applications, ideas for further research, and so forth.

**Student Presented Articles – Scholarly (10 points).** One goal of the course is that students will develop the skills to present and discuss social psychological research and theory with colleagues. To this end, students will periodically be responsible for finding and presenting a recent (i.e., published within the last 5 years) academic, peer reviewed article that aligns with both the topic at hand and their own interests. Student will sign up for one such presentation. The presentation will be worth up to 10 points. **Students’ article should be from peer reviewed journals in the field of social and personality psychology. Articles must be approved by the instructor at least 1 week prior to the presentation.**

**Appropriate journals include (but are not limited to):**

- Journal of Personality and Social Psychology
- Personality and Social Psychology Bulletin
- Journal of Experimental Social Psychology
- Basic and Applied Social Psychology
- Personality and Social Psychology Review (theoretical articles)

**Research Paper & Presentation (100 points)**

**APA Style Research Paper (80 points).** The writing assignment for this course is a research proposal or literature review (12 – 15 double spaced pages not including title page, abstract; APA style 6th edition) in the domain of social psychology. You will meet with the instructor over the course of the semester to develop your research question, hypothesis, research design, and so forth. Students are encouraged to use this paper to explore topics which may be relevant to their masters thesis. The final research proposal will be worth up to 80 points.

**Research Proposal Presentation (20 points).** Students will give a 20 minute presentation of their proposal. The presentation will be worth up to 20 points.

**Make-up Exams**

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. **If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.**

**Late Assignments**

Assignments are due in-class on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion.

**Research Paper.** There will be a 5% penalty for each calendar day the research paper is turned in late (maximum penalty = 25%). Research papers will be accepted up to 1 week
after the due date. No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

**Other Assignments.** Because written assignments are discussed in class, they cannot be turned in late. No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

**Extra Credit**

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

**Tentative Grade Determination**

Final grades in this course will be assigned as indicated below:

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<thead>
<tr>
<th>Percent</th>
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<tr>
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<td>A</td>
<td>76 – 73</td>
<td>C</td>
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<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
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<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
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<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
</tr>
<tr>
<td>79 - 77</td>
<td>C+</td>
<td>59 or less</td>
<td>F</td>
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</table>
University Policies

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/acc to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
Classroom Protocol

Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas mail function.** Best for private questions and comments.

3. **Through Canvas discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **Through regular email.** clifton.oyamot@sjsu.edu.

5. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

6. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).
   
   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Oyamot or Professor Oyamot).

   c. **Identify yourself** and the course/section you are in.

   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject:** Psyc 154: Assignment due date question

Dear Professor Oyamot (or Dr. Oyamot),

My name is Maggie Jackson and I am in your T/Th 154 class. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Maggie

student id # 123456789

Regular attendance is necessary to do well in the course.
Although the course has an online resource, this resource is not a substitute for attending lectures.
Laptops
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cellphones and other electronic devices
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication
Use email!! Use office hours! Talk to me!!

Check the course Canvas site regularly
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.
Student Resources

Librarian: Psychology
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

**Psychology Librarian:** Bernd Becker
408.808.2348
Bernd.Becker@sjsu.edu
http://libguides.sjsu.edu/psychology

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
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<tr>
<th>WEEK</th>
<th>DAY</th>
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<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>01/23</td>
<td>Course Introduction</td>
<td>Log onto course Canvas site</td>
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<td>2</td>
<td>T</td>
<td>01/28</td>
<td>Principles of Social Psychology</td>
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<td>Exploring Social Psychology: Historical &amp; Contemporary Perspectives</td>
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<td>02/04</td>
<td>Cognitive Dissonance &amp; Methodology</td>
<td>Plagiarism Tutorial</td>
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<td>02/06</td>
<td>Cognitive Dissonance &amp; Methodology</td>
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<td>6</td>
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<td>Th</td>
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<td>Mid-Term Exam</td>
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<td>Th</td>
<td>03/20</td>
<td>Student meetings</td>
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<td>T</td>
<td>03/25</td>
<td>SPRING BREAK</td>
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<td>T</td>
<td>04/01</td>
<td>Stereotypes &amp; Prejudice</td>
<td>Research Paper References</td>
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<td>04/08</td>
<td>Interpersonal Relationships</td>
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<td>Th</td>
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<td>Personality &amp; Social Behavior</td>
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<td>Th</td>
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<td>Attend Spartan Psychological Association Research Conference</td>
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<td>17</td>
<td>T</td>
<td>05/13</td>
<td>Student Paper Presentations</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>

1 This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.

2 This is an overview of major assignments due. Please see expanded reading list for detailed information on readings & discussion assignments due for each meeting.
Readings & Assignment Schedule (Tentative)

Copies of readings will be made available on the Canvas site. Please contact me ASAP if you have trouble getting these articles.

The reading list may be modified during the term.

Weeks 1 – 10 listed below. Remaining weeks will be posted on Canvas in a timely fashion.

*AWA = Aronson textbook.* You should review the indicated chapters (or their equivalent in another social psychology textbook) to gain a general familiarity of the topic.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
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<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS DUE²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>01/23</td>
<td>Course Introduction</td>
<td>Explore Canvas site</td>
</tr>
</tbody>
</table>
| 2    | T   | 01/28 | Principles of Social Psychology                | **Background:** *AWA 1 (Principles of Social Psychology)*  
|      |     |       |                                                 | *Kitty, 40 Years Later*     |
|      |     |       |                                                 | **Assignments:**  
|      |     |       |                                                 | Student Survey              |
|      |     |       |                                                 | Applications assignment     |
|      | Th  | 01/30 | Exploring Social Psychology: Historical & Contemporary Perspectives | **Topic:** Exploring Social Psychology  
|      |     |       |                                                 | **Assignment:**  
<p>|      |     |       |                                                 | Exploration Assignment      |</p>
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<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
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| 3    | T   | 02/04 | Cognitive Dissonance & Methodology | **Topic**: Cognitive Dissonance & Evaluating Research Methodology  
**Background**: *AWA 2 (Research Methods in Social Psychology)*, 6  
(Cognitive Dissonance)


**Assignment**: Plagiarism Tutorial  
Article Evaluation: Dissonance Classics |
| 3    | Th  | 02/06 | Cognitive Dissonance & Methodology | **Topic**: Testing Theories & The Spiral (Scribble?) of Scientific Inquiry and Progress  
**Assignment**: Theory Development Assignment |
| 4    | T   | 02/11 | Cognitive Dissonance & Methodology | **Topic**: Applications of Cognitive Dissonance  
154 Dissonance & Attitude change lecture


**Assignment**: Response Journal: Dissonance Applications  
Student presented *academic articles* (3) |
| 4    | Th  | 02/13 | Social Cognition | **Topic**: Social Cognition & Schema Effects  
**Background**: *AWA 3 (Social Cognition)*  
**Background**: 154 Social Cognition lecture  
**Assignment**: Research Topic Assignment  
Arrange meeting with instructor |
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| 5 T 02/18 | Social Cognition | **Student presented academic articles (2)**  
**Assignment:**  
Article Evaluation: First Impressions  
Response Journal: Schema effects |
| Th 02/20 | Self-Concept | **Topic: What is “the self”?**  
**Background:**  
**Assignment:**  
Response Journal: What is the Self?
| 6 | T | 02/25 | Self-Concept | Topic: The Extended Self  
**Assignment:**  
Response Journal: The Extended Self |
| Th | 02/27 | Self-Concept | Topic: Self-Regulation  
Baumesiter. *Escaping the self*. (to be determined).  
**Assignment:**  
Article Evaluation: Ego Depletion & “Willpower”  
Response Journal: Self-Regulation |
| 7 | T | 03/04 | Self-Concept | Topic: The Self in the Internet Age  
**Assignment:**  
Response Journal: The Self and the Internet |
| Th | 03/06 | Self-Concept | Topic: Contemporary Self Research  
Student presented *academic articles (5)* |
| 8 | T | 03/11 | Stereotypes & Prejudice | Topic: Stereotypes, Prejudice, Discrimination  
**Background:** AWA 13 (Prejudice)  
**Background:** 154 Prejudice Lecture I  
**Assignment:**  
In-class assignment |
| Th | 03/13 | Stereotypes & Prejudice | **Topic:** Are the effects of stereotyping inevitable?  
**Assignment:**  
Response Journal: Are the effects of stereotyping inevitable? |
| 9 | T | 03/18 | Stereotypes & Prejudice | **Topic:** What are the perils and possibilities of intergroup contact?  
**Assignment:**  
Response Journal: Intergroup Contact |
| Th | 03/20 | Student meetings | **Mid-Term Exam** |